**Common Core Aligned Lesson Plan Template**

**Subject(s**): **English Language Arts/Literacy Grade:** \_7**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher(s): Christina Carter, Anna Rauvenpoor School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **LESSON ELEMENT** | **STUDENT-FRIENDLY TRANSLATION**  **(#2, 3, 4 only)** |
| 1. Common Core learning Standard(s) Addressed:   **Reading Standards for Informational Text, grade 7, standard 7**  Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  **Speaking and Listening, grade 7, standard 5**  Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | |
| 1. Learning Target(s):   Students will be able to:   * evaluate and interpret information presented in different formats. * evaluate the ways in which format affects the subject’s impact of meaning. * collaboratively research, develop, and present information using digital mediums. * evaluate and assess the effectiveness of their work as a group. * evaluate and critique others’ work for effective conveyance of information. | You will be able to:   * evaluate information in different kinds of formats. * Work as a group to research a current news topic and develop a digital presentation of your choice. * Evaluate how your group worked as a team. * Evaluate others’ work for effective presentation of information. |
| 1. Relevance/Rationale:   Today’s media savvy students use technology to compose and read texts, record and watch videos and podcasts, and compose digital posters and presentations. While students may use a great variety of formats to convey meaning, they may not fully grasp the impact format can have on the interpretation of information’s meaning. This lesson aims to assist students in their future selection of digital mediums to properly convey different forms of information and its intended meaning thereby increasing their ability to convey information effectively. | You are a consumer and producer of information. You text, tweet, record videos and create digital posters and presentations. Different digital formats present information in a variety of ways and how you understand something can depend on how it’s presented to you. Knowing which digital medium to choose for a presentation of information will be a valuable skill in your educational career. |
| 1. Formative Assessment Criteria for Success:  * Students will turn in a cooperative group rubric to assess their ability to work collaboratively. * Students will turn in evaluations of other groups’ presentations in order to assess the quality and effectiveness of the learning product. * The SLMS and the ELA teacher will observe student’s contribution to group projects. | You will evaluate the effort and work of yourself and members of your team with a Group rubric. You will also evaluate the projects each team presents with a Presentation rubric. |
| 1. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)   Class is separated into groups of six.  **Day I**  **Direct Instruction:**  The SLMS will explain that the goals of the project are to use collaborative research and findings to prepare and publish a digital presentation of a major news event that has been in the national headlines recently. Time frame and procedures will be outlined and a handout containing the assignment description, research questions to be answered, resource guide and class wiki address will be distributed. The Cooperative Group rubric and the Presentation rubrics will also be handed out at this time so that students will know what is expected from them. These same handouts will be posted in the class wiki.  **Modeling and Guided Practice:**  The SLMS will show the following three presentations that are all reflective of the expectations of the project. Each of the three presentations uses a different medium to convey headline news information.   * Daredevil Stuntman Nik Wallenda PowerPoint presentation at <http://www.slideserve.com/newsslideshows/daredevil-stuntman-nik-wallenda> * Twin Towers Tightrope Walk photo montage at <http://youtu.be/6ddpV1GvF7E> * Wallenda Walk Prezi at <http://prezi.com/klmjylgpuscn/wallenda-walk/?res_nr=10&sis=2838970278>   The SLMS will model how to access the databases and websites listed on the handout under Resource Guide. Some of these resources will not appear as direct links when in digital format on the wiki in order to promote student’s ability to navigate to the databases and websites.  **Sharing and Reflecting:**  The SLMS will engage the class in a discussion about the project and the expectations using the presentation examples to guide the questions.   * Was there a particular presentation you enjoyed more than the others? Why? * What format would you use if the images of an event were central to the understanding of the information? * Was there a format that caused you to lose focus on the information? Why? * Can you think of other ways to present information that were not shown in the examples?   **Independent Practice:**  Students will brainstorm within their groups possible topics. When a topic has been decided upon, the group will further break into two teams of three. Each team will be responsible for researching the agreed upon topic and presenting it in a format different from that of the other team. Homework consists of each team selecting at least one database and one website from the assignment guide from which research will begin during the next class meeting.  **Day 2**  **Direct Instruction:**  The SLMS will ask each group to announce it’s topic of choice. A brief review of how to proceed with the research using the computers to access the databases, websites, and class wiki will follow. Students will be reminded to use the assignment guide to answer questions and gather pertinent information on their topics.  **Independent Practice:**  Students will conduct research in teams at the computer workstations. SLMS and ELA teacher will be available for support. At the end of the class student teams should have answered all the research questions provided on the assignment guide. Students are encouraged to collaborate within their group for help and missing information, keeping in mind that a list of Works Referenced is required for each team. Homework consists of student teams deciding on the most effective medium for the production of their presentations. Students will be required to request equipment necessary for the production of their presentation (i.e. camcorders, audio recorders) before the next class meeting so that the SLMS can reserve the equipment.  **Day 3**  **Independent Practice:**  Students will begin production of their presentations using the computers and other requested equipment. SLMS, ELA teacher, and Technology teacher will be available for support. Homework consists of students finishing and posting their presentations on the class wiki before the next class meeting. Teams should choose a group representative to present a brief overview of the group’s topic at the next class meeting and teams should practice their presentation to perform at the next class meeting. Extra help will be available to students in the LMC before school and during study halls.  **Day 4:**  **Reflection and Sharing:**  Students will present their projects in teams with one representative giving an overview of the entire group’s topic beforehand. Team presenters will answer a few questions regarding the process of the project after they present and field any questions the other students and instructors may pose. Students will complete the Presentation rubric for all teams and the Cooperative Group rubric for their team as homework. | |
| 1. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)   Cooperative Group rubric [GroupRubric.pptx](file:///C:\Users\Master\Desktop\LIS\Fall2012\LIS532\GroupRubric.pptx)  Presentation evaluation rubric [LessonPlan\PresentationRubric.jpg](file:///C:\Users\Master\Desktop\LIS\Fall2012\LIS532\LessonPlan\PresentationRubric.jpg)  Assignment guide with Resources and Research Outline [LessonPlan\AssignmentGuide.docx](file:///C:\Users\Master\Desktop\LIS\Fall2012\LIS532\LessonPlan\AssignmentGuide.docx)  Class wiki  *InfoTrac Newsstand* database  *Opposing Viewpoints in Context* database  *Associated Press* website at <http://www.ap.org/>  *National Public Radio* website at <http://www.npr.org/> | |
| 1. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)  * Research and development can take place in the LMC during class time. Additional time is available for help before school hours and during study hall periods. Questions can be posted on the class wiki and will be answered by the SLMS or ELA teacher. * Students are familiar with using several digital publishing medium at this point in their education. Extra help can be obtained through the SLMS, technology specialist, ELA teacher, online tutorials and peer tutoring. * Access to the class wiki as well as team participation in presentation development ensures that no student is left without access to assistance. | |
| 1. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be specific as possible.)  * Students with Disabilities will be evaluated on a per need basis. Those students requiring extra technical support will receive help from a technology instructor, SLMS or peer tutor, depending upon the need. * Online tutorials that explain the basics of PowerPoint, Prezi, and Animoto will be posted on the class wiki under Resources for those students who benefit from reinforcement learning. | |

**Common Core Aligned Lesson: Reflection**

* Does this lesson reflect one of the “shifts” in instruction (see Common Core “Shifts” documents on EngageNY.org)? If so, please describe which shift is addressed and how?

This lesson plan reflects the ELA/Literacy Shift 2 in that students are building knowledge about current events through reading texts found in the databases and online rather than through teacher instruction.

This lesson plan also reflects the ELA/Literacy Shift 5 in that the digital presentations require students to analyze the research sources and find the evidence to inform the presentation.

1. How did this lesson support 21st Century Skills?

1..1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information,collaborating with others, and participating as a member of the community.

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

1. How did this lesson reflect academic rigor?

Students created their own meaning out of what they researched through the development of a digital presentation. They organized information on paper so they could interpret the best medium to convey the story. Students integrated their research skills with their technology skills and worked creatively as a team to produce knowledge that contributes to a learning community.

1. How did this lesson cognitively engage students?

Students used analysis to extract the details from the research then order, group and prioritize the details. Students then used what they learned to choose the best medium as a vehicle for their information.

1. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students worked in groups and then teams to make decisions and perform collective research. The class wiki provided a virtual space to continue collaboration outside of the classroom and school environment. The Cooperative Group rubric enabled students to evaluate the performance of others involved in the cooperative effort.